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ZONED APPROACH FOR COLLEGE MASTER PLANS. RESEARCH REPORT, 15.

BY- PASEUR, HERBERT BULLOCK, THOMAS A.

CAUDILL, ROWLETT, SCOTT AND ASSOCIATES, BRYAN, TEX

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CENTRAL CHRISTIAN COLLEGE IN BARTLESVILLE, OKLAHOMA ESTABLISHED A FLEXIBLE MASTER PLAN FOR ITS CAMPUS BY USING A ZONED APPROACH SO THAT THE EXACT LOCATION AND SIZE OF BUILDINGS NEED NOT BE ANTICIPATED. THE 200 ACRE SITE WAS DIVIDED INTO THREE ZONES--(1) MAIN CAMPUS, INCLUDING OFFICES, CLASSROOMS, AND DORMITORIES, (2) FACULTY AND MARRIED STUDENTS HOUSING, INCLUDING A PRECOLLEGIATE SCHOOL AND CHURCH, AND (3) PLAYING FIELDS. THE CAMPUS IS ZONED IN STRIPS, ALLOWING EXPANSION IN TWO DIRECTIONS. PARKING LOTS ACT AS BUFFERS AND CAN BE EXPANDED AS ENROLLMENT INCREASES. THE INITIAL ENROLLMENT OF THE COLLEGE WAS 500 STUDENTS. THE ZONING PLAN PERMITS AN ENROLLMENT AS HIGH AS 5,000 STUDENTS. THE REPORT CONCLUDES THAT THE ZONED APPROACH PROVIDES A BROAD FRAMEWORK WITHIN WHICH A COLLEGE CAN GROW AND EXPAND, INTERFERING NEITHER WITH EXISTING BUILDINGS NOR WITH AREAS RESERVED FOR SPECIFIC NEEDS. THE CONCEPT OF ZONING IS JUSTIFIED BY THE AUTHORS AS PROVIDING SITES FOR BUILDINGS WHICH WILL HAVE THE PROPER ATMOSPHERE AND RELATIONSHIP TO EACH OTHER. THIS REPORT ALSO APPEARED IN "AMERICAN SCHOOL AND UNIVERSITY", 1958-59. (JP)

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ZONED APPROACH FOR COLLEGE MASTER PLANS

RESEARCH REPORT

15

by HERBERT PASEUR
THOMAS A. BULLOCK

CENTRAL Christian College is the outgrowth of a movement which sprang up shortly after World War II when a number of men throughout the states of Oklahoma, Kansas, Western Missouri and Northwestern Arkansas, realizing the need for more Christian colleges, acquired property in Bartlesville, Oklahoma, for establishing a college. L. R. Wilson, formerly president of Florida Christian College, was selected by the newly organized board of directors to be the first president of the college. He, along with his coworkers, first opened the doors to students on September 25, 1950.

At the end of the first school year, the college was certified for accreditation by the Oklahoma State Board of Regents for Higher Education and this certification has been maintained since that time.

In the spring of 1954, L. R. Wilson resigned as president of the college. James O. Baird, who had been serving as dean of the college, was selected as the second president. George S. Benson was appointed chancellor in the fall of 1956. He now serves in this position while continuing as president of Harding College.

In 1956 the board of directors decided, after considerable study and deliberation, to move the school to Oklahoma City, Oklahoma. In Oklahoma City it was believed that the college would be of greater service and have a greater potential for growth. A 200 acre campus site has been purchased in the northeast portion of the city. Plans are being made to open the school in its new location in September, 1958.

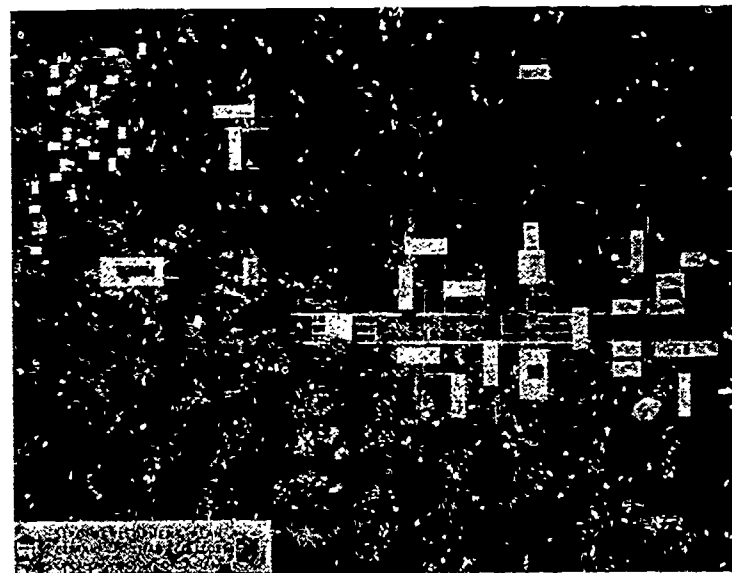
Three Major Site Areas

The program of Central Christian College broadly defines three major areas to be incorporated in the site plan.

THE PROBLEM:

We need the same flexibility in a college master plan that we need in the buildings themselves. Master plans that try to anticipate the exact location and size of buildings fail because of the many variables involved during the growth period. The zoned approach provides us with a broad framework within which a college can grow. The Central Christian College site development plan is an example of this approach.

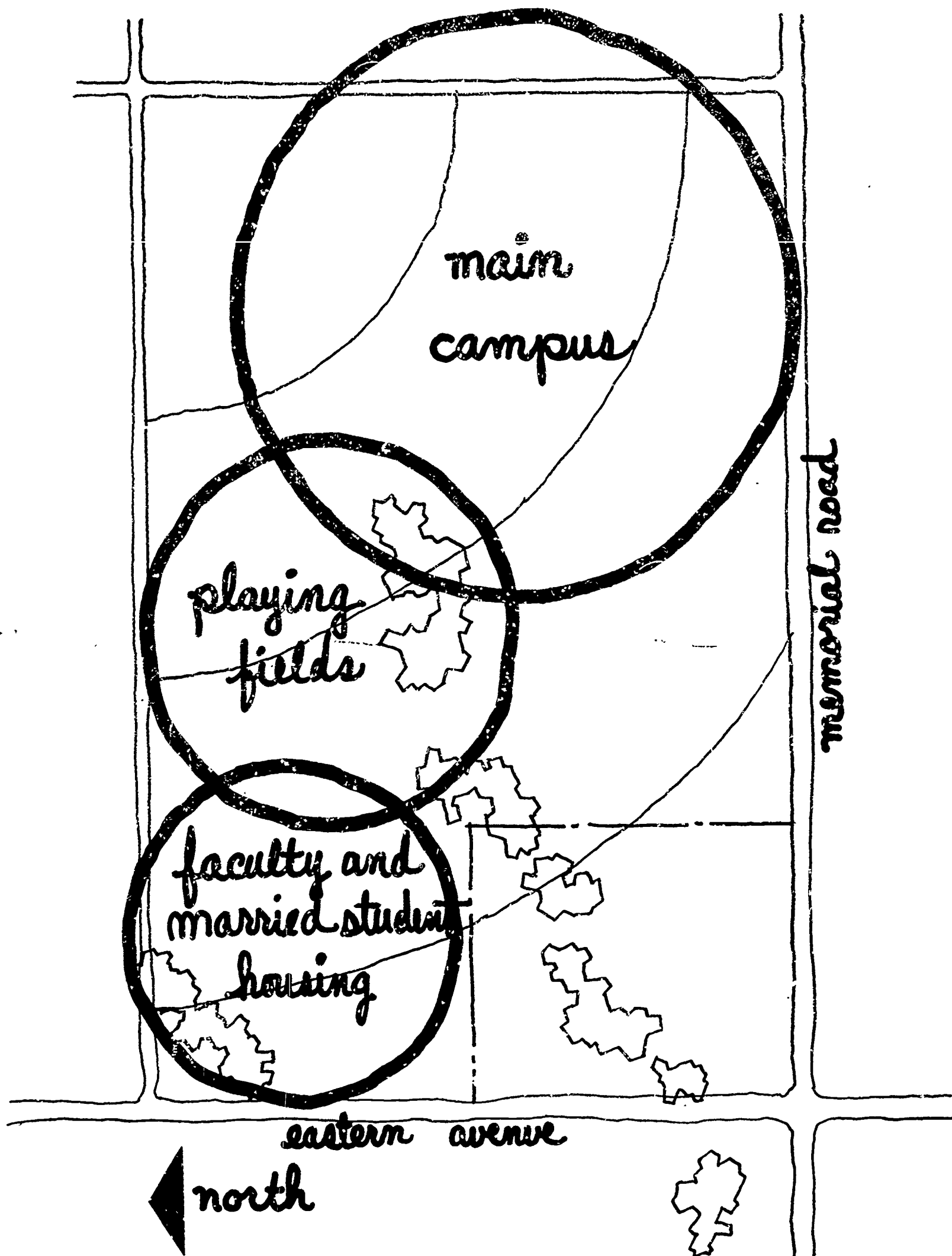
Site development plan for Central Christian College was completed by means of the ZONED APPROACH.



CAUDILL • ROWLETT • SCOTT
ARCHITECTS
BRYAN, TEXAS, CORNING, NEW YORK
OKLAHOMA CITY, OKLAHOMA

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The campus site purchased for Central Christian College consisted of 200 acres of rolling farm land. Trees and small creeks added to the character of the land. The program of the college broadly defined three major areas to be incorporated in the site plan. These areas consisted of the main campus for all college buildings

including dormitories; faculty and married student housing with single and multi-family housing units, a church and an academy for precollege students; and playing fields for any competitive sports. Site analysis determined the location of these three main elements of the college plan. Further study adjusted their size.

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1. *Main Campus.* This area would contain all of the college buildings, including dormitories. Campus parking would be considered essential here.

2. *Faculty and Married Student Housing.* This section is primarily residential in character, and includes single and multi-family housing units as well as a church and an academy for precollege students.

3. *Playing Fields.* Although the college does not emphasize competitive sports, an area is programmed for that purpose as this policy could change in the future.

The site is composed of 200 acres of gently rolling farm land with a small number of trees along a few creeks. High ground on the northeast slopes continues to the opposite corner, affording good natural drainage of the site.

Paved county roads bound two sides of the site and the right of way has been granted for construction of the two remaining perimeter roads. This will allow access from all sides.

Locating the Main Site Elements

Location of the three main site elements was determined by site analysis. Further study of the college program adjusted their relative size and final arrangement.

The main campus will occupy the most desirable section of the site which best suits its purposes. The area has three roads, good drainage, and unlimited view to and from the campus. Objectionable noise is minimum and the higher ground is ideal for building.

Faculty and married student housing will be located in the area of the site where trees, ravines and separate access make the section adaptable for housing purposes. A relatively level area has been marked for the playing fields.

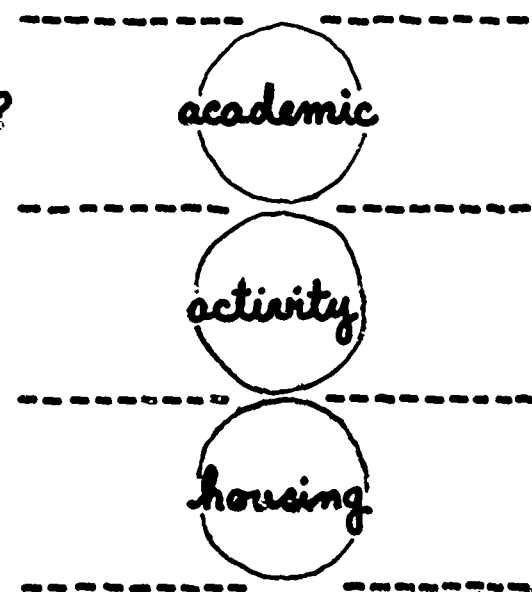
Components of the Main Campus

After the main campus had been located on the site, the next step was to break the zone into components. An investigation of the program requirements, research material and of existing colleges, pointed to a campus with three major building zones:

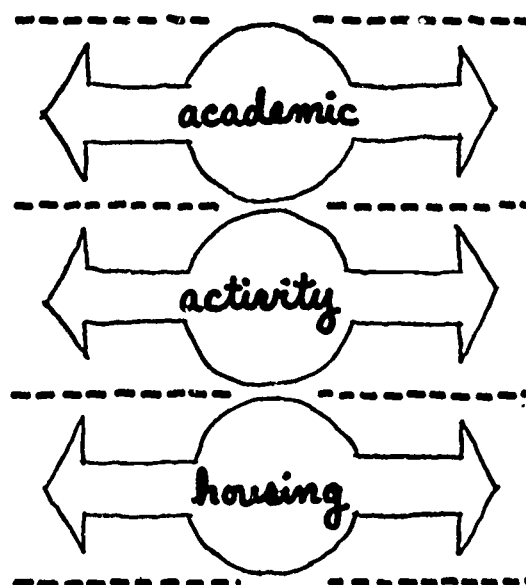
- Academic Zone
- Student Activity Zone
- Housing Zone

In establishing these zones, we studied the general objectives of the facilities, desired atmospheres, intended functions, sound, service and parking requirements, relationship to outdoor areas and other zones.

why not zone
this way to start?



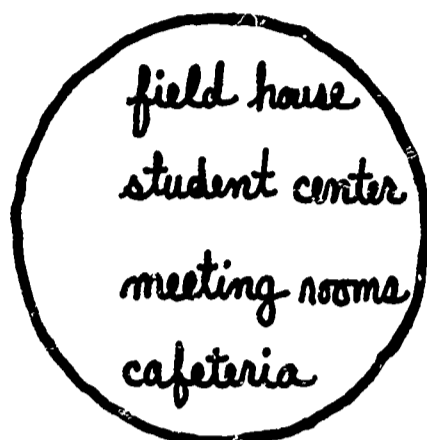
Master plans cannot determine the exact location and size of all buildings which will eventually be located on a college campus. The zoned approach provides a broad framework within which a college can grow and expand without interfering with existing buildings or areas reserved for specific needs.



and let the zones
expand without
overlapping.



1 academic



2 student activity



3 housing

By examining the various parts of the college plant in regard to the criteria set forth above, each facility could be placed in its most appropriate zone.

The Academic Zone

The architectural character and planning of the academic zone should exhibit truth and order, bordering on the formality of early universities. This should be the quietest section of the campus, and have the least amount of service requirements.

Outdoor courts for meditation as well as outdoor laboratories for experiments should be provided. Parking should be convenient, but not obtrusive. This zone should have primary relationships to the student activity zone. These are the only two zones used by all persons at the college—faculty, resident students, day students and night students.

Student Activity Zone

The student activity zone serves to tie the many factions of the student body into one group. The day student feels as much a part of the college here as does the resident student. Social gatherings may accommodate two persons having coffee at the snack bar or an assembly of the entire student body in the fieldhouse.

The academic zone of the Central Christian College campus will be the quietest section of the campus and have the least amount of service requirements. The student activity zone will serve to tie the many factions of the student body into one united group. The housing zone will be residential in character and will reflect high personal standards of living.

This is the college's social and student service center.

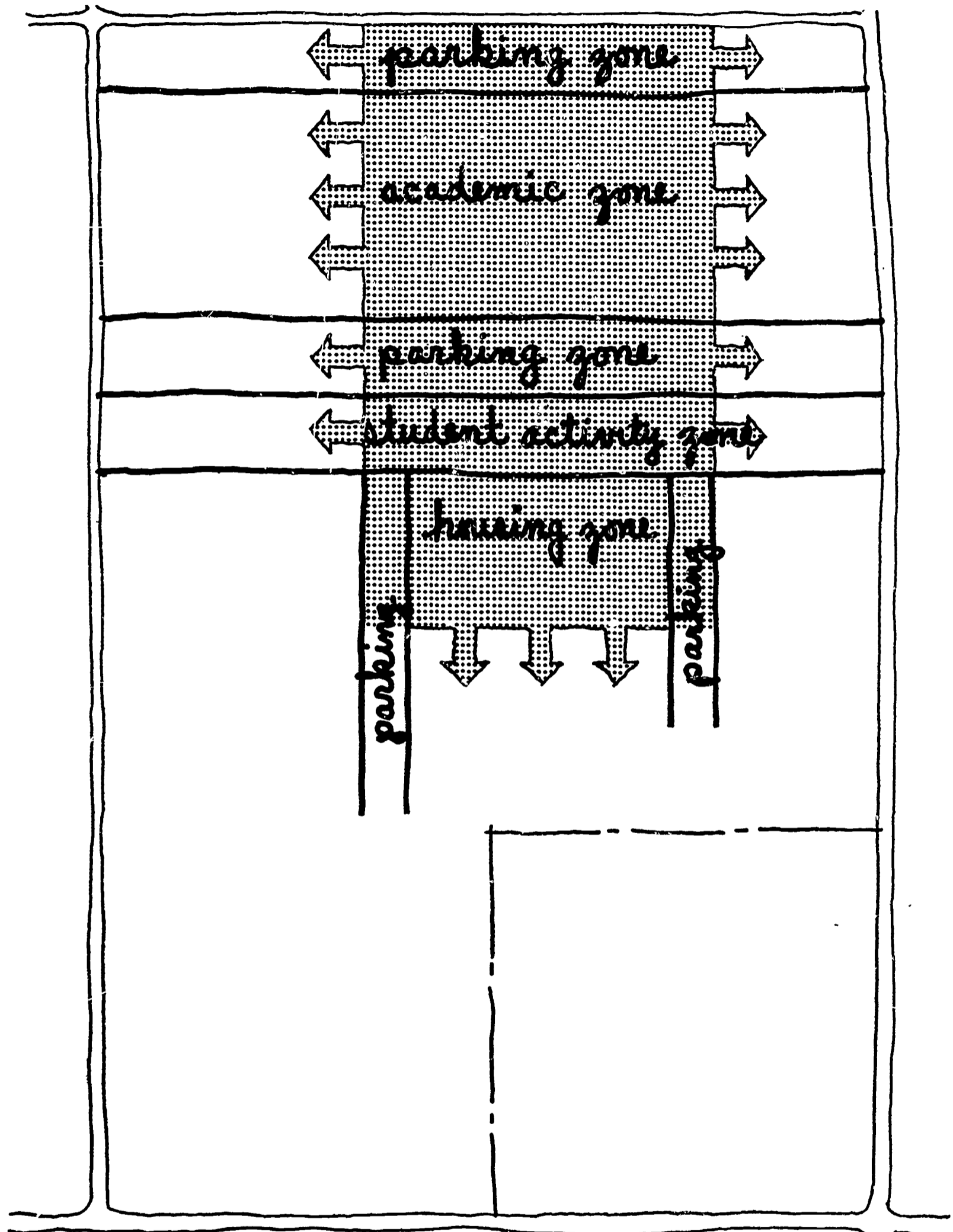
The architectural character should be keynoted with friendliness and informality. Outdoor social courts and terraces should be provided. Service, parking and noise levels are maximum in this zone. Access to the other two zones should be direct and easy.

The Housing Zone

The atmosphere of the housing zone should be residential, creating an awareness of aesthetic appreciation and interest in high personal standards of living. Service and parking requirements are maximum. Noise levels are high and should be controlled. Outdoor physical education facilities should be convenient. Direct access to the student activity zone is desirable.

Research shows that most colleges have some loose system of zones—dorms are on one side of the campus and activity areas are grouped—but the framework is not rigidly defined. As the college expands, unlike areas overlap and zones become mixed.

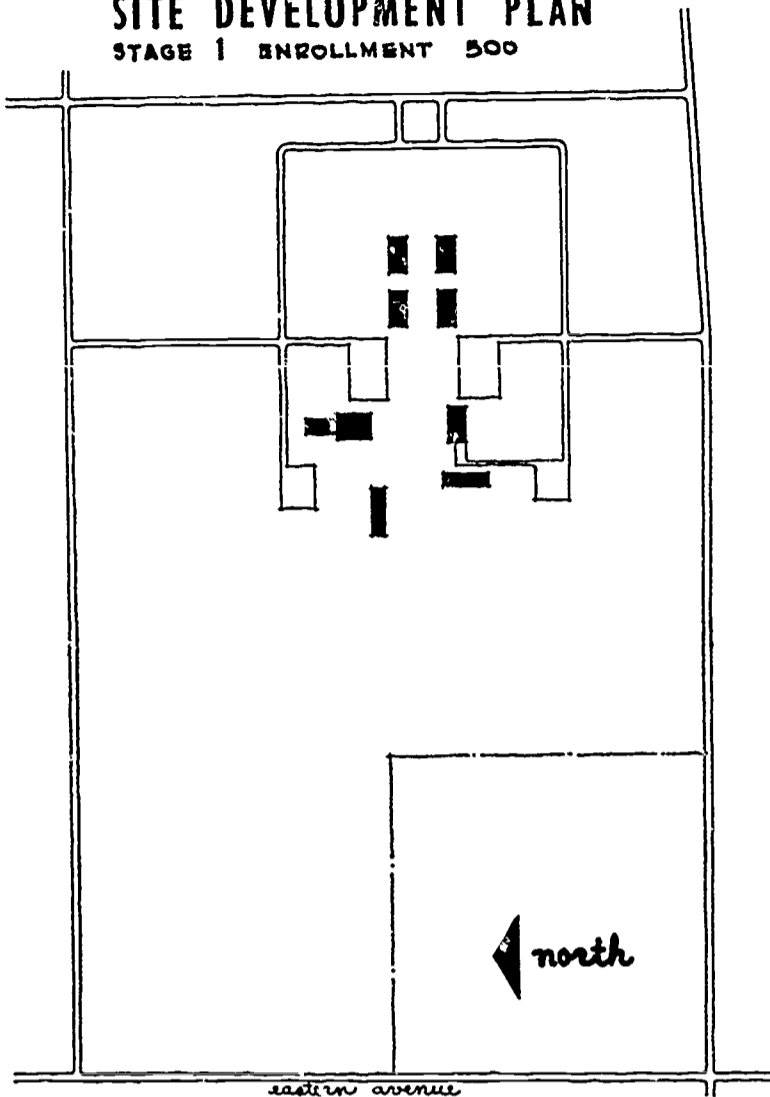
An academic building constructed next to a gymnasium results in both buildings losing efficiency because the objectives, atmosphere, physical requirements and functions are different. These undesirable relationships occur more frequently as the campus grows.



Logical expansion of a college campus will be achieved with through-site strip zoning which permits each zone to expand in two directions. Parking zones are placed to define campus areas and provide buffers. When a well defined zoning concept is incorporated in the master plan, proper relationships are established between areas on the campus at any stage of development. The master plan for Central Christian College in Oklahoma City is built upon a concise framework of zoning. The zoning plan is contiguous with the master plan.

SITE DEVELOPMENT PLAN

STAGE 1 ENROLLMENT 500



Central Christian College expects to grow. The initial enrollment of 500 could increase rapidly to an enrollment of 5,000. To cope with such an enrollment increase, the campus must have a well defined zoning concept incorporated in the master plan which establishes the proper relationships between areas at *any* stage of development.

Through-Site Strip Zones

The method of through-site "strip zoning" applied to the campus will assure a logical expansion of each zone. Where colleges in the past have used zoning as a minor part of planning, the master plan for Central Christian College will be built upon a concise framework of zoning. In essence, the zoning plan is the master plan.

The through-site growth zones permit each zone to expand in two directions from the first stage of construction. Parking zones are placed to define campus areas and provide buffers. The ground set aside for parking would never be used for construction of any type but will be held in reserve for future parking requirements.

This system of zoning, combined with a network

Stage II represents that period when the college will grow from a small college to a large college. This growth will be a continual process and the intervening enrollments, whether of 600, 700, 1,000, etc., will be as complete and important as the 1,500 enrollment.

Stage I of Central Christian College's site development plan consists of the necessary buildings and adjuncts to accommodate an enrollment of 500 students.

of campus roads, serves as the basis for design of the master plan.

The solution of zoning layout and the final development of the site plan for Central Christian College were carried out simultaneously. We believe that the need or desire to place a building out of its respective zone might not occur because of the strong definition of the areas.

The exact location, shape and size of future buildings is not nearly as important as making sure that the facilities are located in the right zone with the proper atmosphere and relation to other buildings. The very nature of the zone divisions promotes an organization of the units while discouraging violations.

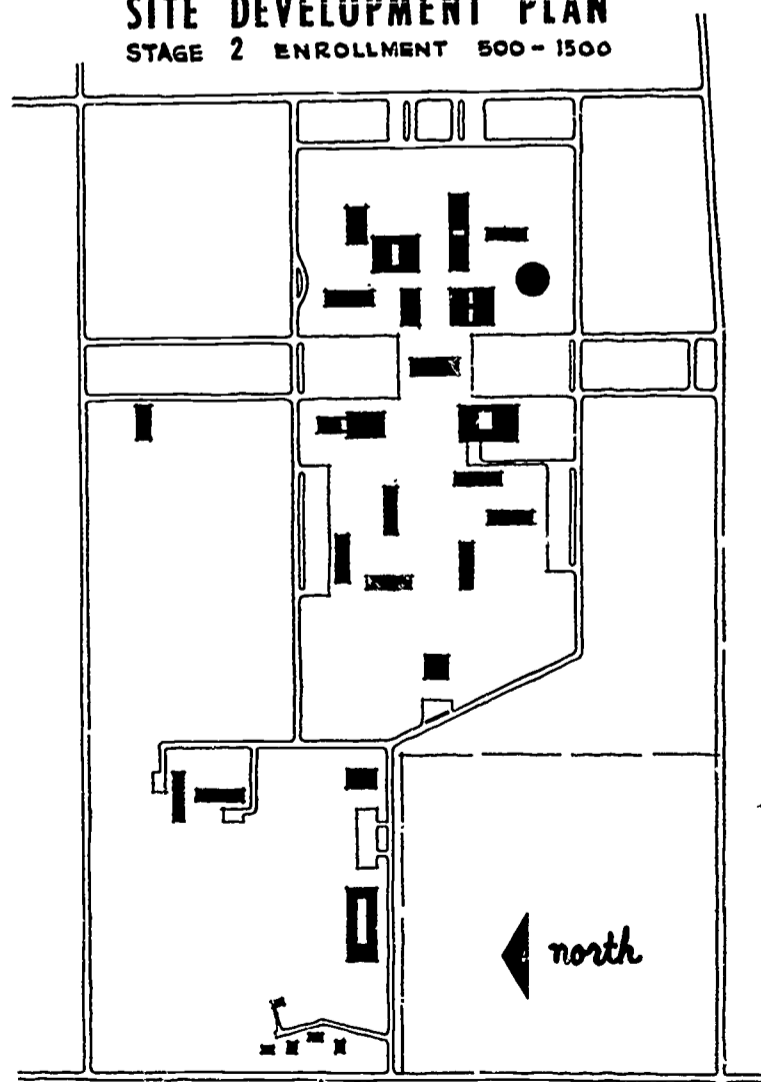
Zoned Approach for Expansion

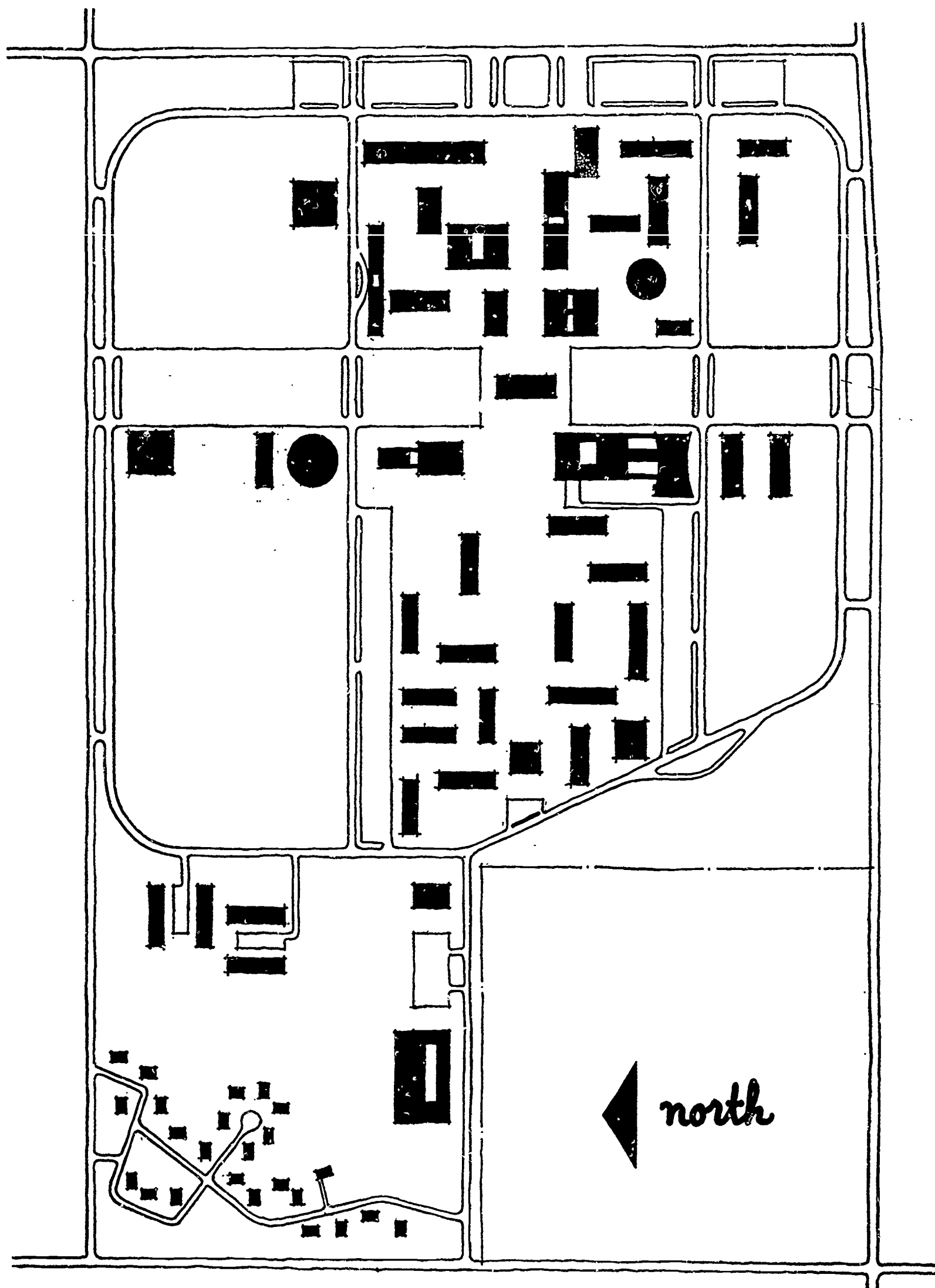
Assuming that Central Christian College will grow and, through the use of multi-story buildings, reach an enrollment of 5,000 or even 15,000 for that matter, we know that—

- The ZONING CONCEPT is still workable. If college educational changes dictated a major emphasis or de-emphasis in some of the zones, overlapping could probably occur. But this would be minor in relation to the total physical plant.

SITE DEVELOPMENT PLAN

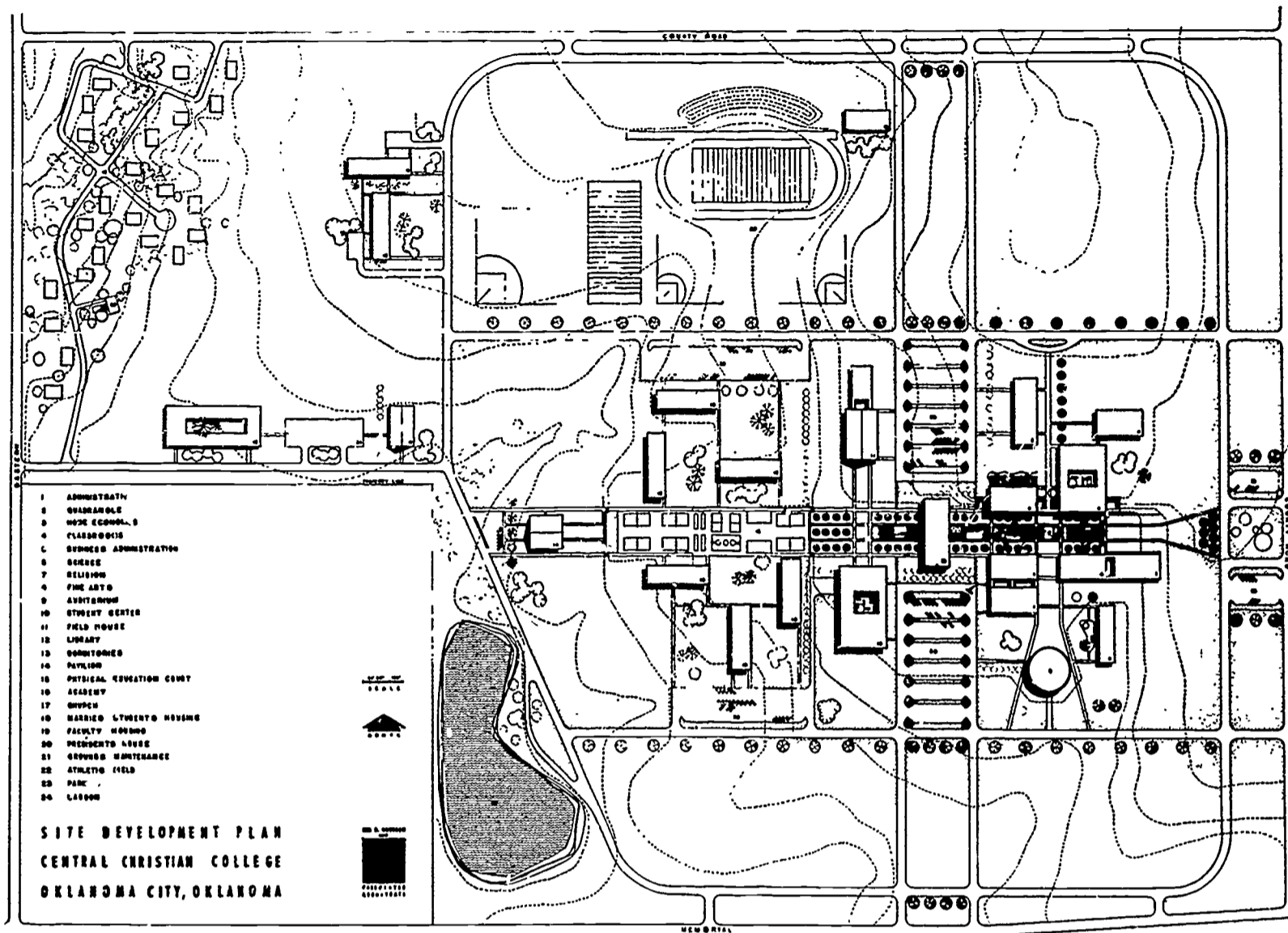
STAGE 2 ENROLLMENT 500 - 1500





Stage III in the site development of Central Christian College indicates the site capacity in respect to buildings. It is strictly a guess as to actual conditions which might effect Stage III planning. However, the basic ideas of the master plan will still be valid. It should be emphasized that the campus zones and the road de-

velopment are the master plan. In any future building expansion after Stage I, the exact location, shape or size of facilities is guesswork. They will probably differ from any of today's conceptions. It is more important to make sure that facilities will be in the right zone with proper atmosphere and relation to other buildings.



Site development plan for Central Christian College, as completed by Caudill, Rowlett, Scott and Jack R. Nusbaum, associated architects, consists of facilities for administration, home economics, classrooms, business administration, science, religion, fine arts, auditorium, student center, field house, library, dormitories, academy, church, married student housing, faculty housing, president's house, athletic field and parking.

- Parking can expand with the enrollment. The number of students driving cars can increase and still be accommodated within the strip zones. If the ratio decreases and all of the area isn't needed, then the open ground is still a good buffer and protection against future parking requirements.

- The outside perimeter road becomes the principal route of circulation around the campus, independent of the public road development.

- The inner perimeter road becomes a secondary loop and, because of this secondary role, allows buildings to be placed on both sides of the road. Use of restrictions may be advisable to minimize pedestrian-auto conflict.

The need for college master plan flexibility has been emphasized time and time again in our research. We feel that the ZONE APPROACH achieves this flexibility.